The Training School

Entered March 14, 1904, at Vineland, N. J., as second-class matter, under act of Congress of July 16, 1894.

No. 24. FEBRUARY 1906. 25c. per Annum.

MANUAL TRAINING.

Little of value can be done in any line of training without a certain degree of happiness on the part of the child, the ways and means of which should be many and varied.

Probably the most lasting and the most desirable for good results is that happiness which comes thru the work he is being taught to do. A promised trip to the Zoo or Merry-Go-Round when work hours are over is a good thing, but these trips should always be made with a definite aim in view, and when possible be used as a means of interesting the child in some particular work that may have been started in one of the class rooms or shops.

The trainable child usually has some original ideas, and when he is asked by the manual trainer what he wants to make he has it right at his tongue's end. He probably informs the teacher that he wants a sled or cart or any one of a number of things that are dear to a child. Whatever it may be, that is the proper thing to begin on. He wants it, but has no idea how to go about making it. The teacher suggests and the child does the work—all the time feeling that *he* is doing it and the teacher is merely an assistant.

However, he constantly has in mind the sled as a finished article; he does not grasp the idea that he must be very careful to saw perfectly straight, and that the holes must be bored exactly right, or it will not fit together properly.

Here the teacher trains him to saw to a line and plane smoothly, shows him the use of the bit and brace and teaches him how to take care of his tools. This repeated several times in making different things soon shows him how to use the various tools, and before a great while we find the child able to go ahead and actually do some planning for himself.

C. E. N.

NOTES.

The feeble-minded child and the normal child start at the same point. For some cause the feeble-minded child either stops somewhere in his development or he moves much more slowly than the normal child. On account of this pause we find ourselves able to study many phases of child life, which the teacher of normal children misses because they pass too fast.

When a child is learning the things with which it plays, they are not analyzed for it. As a thought in teaching a child to read let us suggest that the experiment of giving the child some of the nursery rhymes with which it is familiar—"Jack be nimble, Jack be quick, etc." or "Little Boy Blue, etc."—to read, and see how soon the words will be recognized no matter where found. Old friends in a new dress, you know.

Would it not be a pleasant thing for us if we knew some of the things around us so that we might get pleasure from them and not have to stand abashed when our boy and girl friends ask us questions. Might we not have omitted some of the things which we have never used or referred to since we

took our last examination, and in their places have sharpened our wits in finding out—well—some of the facts concerning our native trees, why it is necessary to graft to get good fruit, the principles of pruning, something of our home soil, the value or harmfulness of the common insects, the beauties of the sky at night, etc.

Pick up the arithmetic from which your younger brother or sister or your son or daughter learns the days lessons and notice how many problems are worded so that they are in themselves interesting. Notice how many are practical, sane problems and how many are utterly impossible impractical in life. Is it not true that our text books are in many cases unsuited to the needs of the child? Can we not give all of the mental gymnastics and training necessary by practical problems without hunting up all of the uncommon combinations possible in order to train the mind for the practical things which are not now permitted to enter the public school, but must be met as soon as the child leaves school?

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FERTILIZING SWEET POTATOES.

In the January number an experiment on fertilizing sweet potatoes was described, in which a heavy application of a commonly used fertilizer was compared with a fertilizer containing more nitrogen and less phosphoric acid and potash. Both fertilizers, however, had a large per cent. of nitrogen.

There follows a description of the methods used last year by two of Vineland's largest growers of sweet potatoes. Both these farmers have a much more sandy soil than the soil where the Training School grew sweet potatoes last year.

A. P. ARNOLD'S METHOD.

Mr. A. P. Arnold set out 25 acres of sweet potatoes. He used 800 lbs. of fertilizer per acre, containing 1 2-3 per cent nitrogen, 8 per cent phosphoric acid and 2 per cent potash. Ninety lbs. of muriate of potash per acre was sowed broadcast after the plants were set out.

His yield from 25 acres was 13,378 baskets of all sizes of sweet potatoes, of which 12,925 baskets were primes and seconds. This makes approximately 80 bbls. per acre of marketable potatoes. Mr. Arnold's plan for this year is to sow 400 lbs. of potash per acre broadcast as he did last year, only sow it sometime before setting the plants, and plow it in so as to have it thoroughly distributed through the soil before the plants are set. He will use the same mixed fertilizer as last year. Mr. Arnold is very careful to use no acid rock. He aims to secure all of his phosphoric acid from dissolved bone.

JOS. LA BRASCA'S METHOD.

Mr. La Brasca's soil is similar to Mr. Arnold's. He used 800 lbs. per acre on 28 acres of a fertilizer made up of 400 lbs. of muriate of potash and 400 lbs. of acid rock and nitrate of soda, mostly acid rock. This fertilizer was sowed in the drill just before ridging and as a result a great many plants died. The second setting was done with a transplanting machine and a large amount of water used. The result was a good stand and a large crop. The different methods of fertilizing sweet potatoes in the vicinity of Vineland, where sweet potatoes have been grown so many years, shows the need of tests of different methods of fertilizing according to the plan described in the January number of THE TRAINING SCHOOL. The crop at the Training School yielded 102 bbls. per acre. Several plots should be added to those described and the experiment should be duplicated on at least one other soil.

G. E. M.

The Training School.

Published monthly by the New Jersey Training School for Feeble-Minded Girls and Boys, Vineland, N. J. We wish this paper to be self-supporting. Send subscriptions (25c. per annum) to E. R. Johnstone, Superintendent.

The School was founded and incorporated as a public charitable institution in 1888 by a number of the philanthropic citizens of the State. It is built upon the cottage plan, so that close classification is possible, and is intended to give care and training to those children whose mental condition prevents their attending the public schools.

FEBRUARY 1906.

This is the last number of our paper in its second year. As the new year opens March 1st, we hope all who have not paid up their subscriptions will do so before the end of this month. The amount is very small (25c.) but this ssems to be the best way to keep our friends informed as to our doings and what we stand for. If this is marked your subscription is due.

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The Millville Band, under the leadership of Prof. Payne, gave a most enjoyable concert to the children of Training School last month. The Band gave their services free and President Baker assumed the expense of transportation.

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Our fine herd of Holsteins are doing better than ever before. During the past week we have received an average of 770 pounds of milk per day. This is an average of 27 pounds (13 1-2 quarts) per cow each day. We have been carefully breeding our stock for several years and find no difficulty in disposing of our surplus young stock to those who desire high grade milk animals.

GIFTS.

Since last reported we have received from our friends the following donations to January 1st. We wish to express our hearty appreciation and gratitude for their kindness and thoughtfulness:

Mrs. A. F. Jamison, Lawrenceville,	$2.00
Mr. & Mrs. Jonah Rogers, Water Mill, L. I.,	2.00
Leila Rogers, Water Mill, L. I.,	1.00
Burnetta Rogers, " " "	1.00
Halsey Rogers, " " "	1.00
Mrs. Mary Sheridan, Trenton,	5.00
Wm. C. Shreve, Clayton,	2.00
Mrs. Wm. C. Shreve, Clayton,	1.00
Collected by Mrs. Samuel Van Leir, Bridgeton,	2.50
Mrs. Annie Wood, Vineland,	1.00
J. P. Bartless, Flemington,	2.00
H. S. Benedikt, New York City,	5.00
Mrs. W. R. Forfer, Paterson,	1.00
Mrs. M. Dougherty, Phila., Pa.,	2.00
Mrs. Edwin Morgan, Camden,	2.00
Hiram A. Cook, Dutch Neck,	5.00
Mrs. Geo. B. Staats, Plainfield,	1.00
Mrs. E. H. Mulry, Jersey City,	5.00
Henry Koehler, Newark,	5.00
Mrs. Henry S. Morris, Vineland,	2.00
Miss Maud E. Cheshire, Bridgeton,	5.00
Wm. H. Thomas, Phila., Pa.,	5.00
Rebecca S. Matlack, Moorestown,	5.00
Mr. and Mrs. Maurice B. Ayars, Salem,	25.00
Samuel Sharp, Bridgeton,	.50
Mrs. David Biederbeck, Riverside,	5.00
Miss Carlsted, Newark,	5.00
Mrs. Auguste Glaesmer, Elizabeth,	5.00
Miss Elizabeth M. Teas, New York City,	5.00
Mrs. Wm. Holland, Trenton,	1.00
Mrs. I. Dandridge, Kearneysville, W. Va.,	4.00
Mrs. Jennie N. Roth, New York City,	10.00
P. McDonough, Jersey City,	5.00
Al. Wanser, Vineland,	5.00
L. B. Alexander, Phila., Pa.,	1.00
Mrs. Erhardt Buechs, Newark,	2.00
Mrs. Augustus Reeve, Camden,	2.00
J. W. Kackenmester & family, Hoboken,	5.00
Theo. J. Mueller, Trenton,	2.00
Felix Hackett, Burlington,	1.00
Maurice B. Ayars, Salem,	5.00
Mrs. A. Beaumont, Vineland,	2.00
Wm. H. Lange, Jersey City,	2.00
Philip Daum, Summit,	5.00
Miss Mary F. Shissler, N. J. T. S.,	5.00
Mrs. Mary R. Northrup, Vineland,	10.00
Mrs. W. Nicklas, Newark,	1.00
Vineland Grange, No. 11,	5.00
Mrs. Margaret Naill, Camden,	5.00
Chas. G. Rochat, Jersey City,	0.00
Mr. and Mrs. M. J. Kimball, Vineland,	10.00

The following Thanksgiving collections are also gratefully acknowledged:

M. E. and Baptist Churches, Newport,	$2.00
1st Ger. Presby. Church, Orange,	10.00
1st Presby. Church, Swedesboro,	7.17
M. E., Presby. and Reformed Churches, Boonton,	11.03
Bal. of Williamstown collection,	1.00
Point Pleasant Union collections,	4.70

AS OTHERS SEE US.

Some time ago Dr. David F. Lincoln who was preparing an article on the Education of the Feeble Minded spent several days at our School. The article appeared in the report of the Commissioner of Education and the following paragraphs concerning our institution are taken from this report.

(*Continued.*)

The authorities are inclined to doubt the desirability of carrying the literary study as far as has been done. Curiosity about the external world, aroused in this way or by the extended study of geography, has been thought to have the effect of stimulating a spirit of unrest and a desire for reading the sensational parts of newspapers, to which they are not permitted access. As for arithmetic, it is admitted that it costs a great deal of labor to teach it to them, and it is not thought worth while to carry it beyond the four rules, the simplest application of common fractions and the common weights and measures.

There are in all 10 teachers, one of whom, the bandmaster, is a man. There are special teachers for physical culture, manual training and sewing. In the last there are 5 classes with 40 boys and girls.

The course in manual training begins with finger development in the kindergarten, where they have a little card needlework, drawing, and coloring with brush and crayon. After kindergarten comes sewing or woodwork; they are not limited by sex, but a child does not usually receive training in both.

Sewing may be preceded by the toy knitter. It is taught by the system of Olive C. Hapgood. The work is not in absolutely systematic order, but with a view to capture interest—for instance, quite little girls are allowed to make a doll's costume, however imperfectly, and some have been greatly developed by the doll dressing.

The raffia and reed work (which precedes the wood carving) is excellent in workmanship and color.

In wood carving the teacher traces an outline of some object on thin wood, the pupil marks it out by driving nails or with punch and mallet, or by cutting away outside the lines. The tools first learned are the hammer, mallet, chisel, and saw. The carving is elementary, in low relief with little modeling. A few useful light articles are made without joints, chiefly as toys and souvenirs, and with regard to the pupils' preferences. There is a simple carpentry class to which this leads up. Burnt work is also done. There are 5 classes daily with 45 pupils, one-third girls.

Comparing the amount of work done on the academic and the manual sides, we find in ordinary school work 73 pupils; in manual training and instrumental music, 121. The kindergarten is not included in this statement.

As regards economic results, most of the trained boys are able to do farm work in its various branches, and like those employments; few care for carpenter's or painter's work. Most of the clothing is made by the nine or more boys at the tailor's shop. Most of the shops are closed in the summer to enable men and boys to work in the fields and small boys to work in the cannery.

Girls prefer the care of children to all other occupations (except, perhaps, gardening.) Such care fills a pretty large share of their time. Fifteen work in the dress-making room for about three or four hours a day.

The children attending school do two hours of work daily on the floors, windows, beds, in dusting, etc.

The life furnished by these activities is thought to be adequate to the demands of the individual's nature. Their education is intended to fit them for such a life.

(*To be concluded.*)